

Amphibian Read and Hike – Tom Randolph

Have you ever read a book while hiking on a trail? This program combines exercise, nature, and reading. Here is a family program that introduces amphibians to your park visitors through poetry or stories. Each participant starts at page one. This should be posted at a trail head. Then, individuals hike to find the next page further down the trail. By the time the visitors and students finished the hike, they will have read a variety of poems or an entire book!

Program Preparation: Select several poems or a short story about amphibians then print the text using a large font. Next, laminate each page and prepare to post those laminated pages on your park trail. Use existing trail posts, signs, or make your own. Some locations use the two rod sign frames “similar” to those used by realtors.

Plan on advertising the “*read and hike*” as a self guided program. You may use a sign-up sheet at trail, or you could offer a small prize i.e. pencils for participants who complete the hike. This will help you get an idea of how many people participate in your “*read and hike*.”

Below are some common core and essential standards that are addressed in this program. There is also variety of amphibian poems from various web pages. You might consider composing your own stories or poems for your park’s unique environment. We are going to present this program two or three times each month. Weather or vandalism may be an issue, so I recommend doing the program for specific times and days. We will not leave them on the trail for more than 48 hours.

[CCSS.ELA-Literacy.RL.4.2](#) 4th Grade

Determine a theme of a story, drama, or *poem* from details in the text; summarize the text.

[CCSS.ELA-Literacy.RL.5.2](#) 5th Grade

Determine a theme of a story, drama, or *poem* from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

[CCSS.ELA-Literacy.RL.4.1](#) 4th Grade

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RL.6.9](#) 6th Grade

Compare and contrast texts in different forms or genres (e.g., stories and *poems*; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

[CCSS.ELA-Literacy.RL.8.10](#) 8th Grade

By the end of the year, read and comprehend literature, including stories, dramas, and *poems*, at the high end of grades 6-8 text complexity band independently and proficiently.

NC Essential Standard

1.L.1 Understand characteristics of various environments and behaviors of humans that enable plants and animals to survive.

Clarifying Objectives

1.L.1.1 Recognize that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment

1.L.1.2 Give examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places throughout the world

1.L.1.3 Summarize ways that humans protect their environment and/or improve conditions for the growth of the plants and animals that live there (e.g., reuse or recycle products to avoid littering).

Poetry from various internet sources

Old pond.....
a frog leaps in
water's sound

Matsuo Basho (1644 - 1694 / Iga Province / Japan)

An Amphibious Plea

by Haitham Al-Twajri

From egg to pole to tailless bliss
Froggy metamorphosis!
Bulging eyes and vibrant skins,
Walking, swimming, hopping limbs!
Their smiling lips, their slender legs
They even eat mosquito eggs!
They've been around since long before,
But now so many are no more.
We've turned their homes into our own,
Pollution, pesticides we've grown,
Climate change we've brought about:
Their jelly-eggs - we've dried them out!
Now - if ever - let us stand,
Reverse the trends destroying land,
Acknowledge that we were mistaken

Give where we have always taken.
Together, we must raise the cry
From stream to sand - from damp to dry
From parks to lakes, from ponds to logs:
"SAVE THE FROGS! SAVE THE FROGS!"

Retrieved from <http://www.savethefrogs.com/poetry/2013-winners.html>

Bernard Owor

How Can My Species Compete?

We amphibians sing to nature's beat
Tasty insects and bugs we love to eat
But civilizations comes with blazing heat
Prompting our numbers to rapidly deplete
Soon our kind shall be rendered obsolete
When this phase of extinction becomes complete.
To the ways of man, how can our species compete?
Human nature has ceased to be humble and sweet
We lesser creatures have to bow at his stumping feet
Show mercy if you chance to see us hopping in the street
It's never too late for you to start on a clean sheet.
Though the path of change is twisted and dimly lit
Learn to never say never and never say quit
With you by our side my kind shall surely make it
From this looming and dooming bottomless pit.

Retrieved from <http://www.savethefrogs.com/poetry/2013-winners.html>

What Could Have Been

by Caitlin Lambert

A green flash in the underbrush
A croaking by the stream
A webbed foot on the lily pad
A long forgotten dream
I once remember when the frogs sang melodies so deep
They sat on every windowsill
And sang my heart to sleep
Where is that silent whispering?
That croak and fearless song?

Where are the frogs that held the night
And brought morning along?
I know that in the future
People think they'll have returned
But if they ever do come back
They'll find their forest burned
We ravage every jungle
For the things we think we need
Then build up crystal monuments
To document our greed
Power and resources
Can not buy us back our breath
The forest and the jungle
Are all that we have left
One day when all the animals
Are caught up in our net
And our children can not fall asleep
Without a frog quartet
We'll look back and remember
All those nights of ancient rhyme
And we'll wish we'd made a difference
While we still had precious time.

Retrieved from <http://www.savethefrogs.com/poetry/2013-winners.html>

Five Little Speckled Frogs

Five little speckled frogs,
Sitting on a speckled log,
Eating the most delicious bugs,
Yum, yum.
One jumped into the pool,
Where it was nice and cool,
Then there were four little speckled frogs.

(Repeat , working your way down to one.)

One little speckled frog sitting,
Sitting on a speckled log,
Eating the most delicious bugs,
Yum, yum.

He jumped into the pool,
Where it was nice and cool,
Then there were no little speckled frogs.

Bloop Bloop

Bloop bloop went the little green frog one day,
Bloop bloop went the little green frog,
Bloop bloop went the little green frog one day,
And they all went bloop bloop bloop.

But!
We all know frogs go,
Lahdeedahdeedah!
Lahdeedahdeedah!
We all know frogs go,
Lahdeedahdeedah!
They don't go bloop bloop bloop.

Five Little Tadpoles

Five little tadpoles swimming near the shore.
The first one said, "Let's swim some more."
The second one said, "Let's rest awhile."
The third one said, "Swimming makes me smile."
The fourth one said, "My legs are growing long."
The fifth one said, "I'm getting very strong."
Five little tadpoles will soon be frogs.
They'll jump from the water and sit on logs.

Retrived from <http://www.kiddyhouse.com/Themes/frogs/frogsongs.html>